


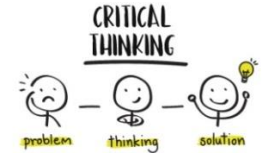






<p>Character Profile of a Radford Scientist in Year 5</p>	<p>Self Manager – organise and be responsible for their science learning</p>	<p>Effective Participators – engage actively with all types of science learning.</p>	<p>Resourceful Thinker – ask searching questions about all parts of science questions and be creative when solving scientific problems</p>
	 <ul style="list-style-type: none"> • I can organise things well, including science resources and others • I appreciate how learning how to be a scientist can happen from mistakes • I recognise risks that may be involved when tackling science investigations 	 <ul style="list-style-type: none"> • When making suggestions when working on a scientific investigation, I can break down ideas into small steps • I can act as a buddy to support a friend with their science work • I can act as an ambassador for the school during science week 	 <ul style="list-style-type: none"> • I understand the difference between a science task that is too difficult and one that requires me to think more deeply. • I link ideas from different areas of science to solve problems and present findings • I persevere even when I find science difficult
<p>Literate, Numerate and Digital - apply English, Maths and Computing in Science</p>	<p>Independent Enquirer – plan and carry out a scientific investigation</p>	<p>Team Worker – work with others to plan and complete a science investigation</p>	<p>Reflective Learner – Reflect on science knowledge and skills gained as well as their own scientific investigation</p>
 <ul style="list-style-type: none"> • I can apply my writing skills and create pieces of text that show an understanding what I have learned in science • I can read scientific texts for comprehension, for pleasure and for information gathering. • I can use graphing skills to help interpret science data. • I can use computing skills to present science data. 	 <ul style="list-style-type: none"> • I can set targets for completing science investigations and work to them. • I can plan a scientific investigation, breaking it into a manageable number of steps. • I choose how to present scientific information. 	 <ul style="list-style-type: none"> • I understand differences in opinions when interpreting scientific information and I respond positively. • I can share a scientific working environment with others and respect their varying needs. 	 <ul style="list-style-type: none"> • I understand that my attitude and behaviour can affect my learning during a science investigation, and I am prepared to adjust it. • I make good use of time to reflect on what science knowledge and skills I have learnt • I accept different types of feedback and learn from it.

